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The auspicious circumstances under which the Academy opened this year are most stimulating and inspiring to those whose hearts hold dear the progress of our school. Inspiration is too often fleeting and short-lived; here it has been made a permanency.

We have watched with interest the steady progress made in the construction of the Marian True Gehring Student's Home, rising, as it has, from a seemingly heterogeneous catacomb of sturdy foundation to the lofty height of its tower; growing slowly as workmen selected from the mounds of building supplies the raw material which skilled hands carefully set in place; taking shape brick by brick rather indefinitely, in the layman's eye; forming, moulding, becoming, until we suddenly realized that before us stood the

clear, definite lines of a beautiful, stately building, a symbol of culture, refinement, and practical worth. From this we find determination to more zealously apply ourselves to our common tasks, strength for greater effort to noble purpose, and inspiration to keep burning with vivid flame the light of lofty ideals.

This new building is not merely a home for girls, it is symbolic of the progressive spirit of the school. Nothing, of value to a community, can live without progress, and this is exemplified by our school. The public speaking course has been placed upon a new and definite schedule and each pupil is required to enroll and participate; the music of the school, so well launched last year, is being continued under very able direction; the health of the pupil is a primary consideration and the physical work is being very vigorously pursued under capable supervision; and in general the regular and extra-curricula activities have increased in number and in scope and have been undertaken with a spirit and enthusiasm on the part of all concerned that is prophetic of what shall be the most successful year in the history of Gould Academy. Whatever success may be attained, we shall ever keep in mind that it has been made possible through the great generosity of William Bingham, 2nd.

—o—

Step by step we progress up the steep hill to success. Sometimes we fall and

slide to the bottom. Sometimes we receive a helping hand and are encouraged by the more successful to keep on trying, but more often we are scorned at by them. Would that those scorers remember their own difficulties on the road to success. Would that they remember the value of their friends' encouragement in their upward climb.

Do you ever realize that when you help a friend you are more cheerful than before? That a burden seems to be lifted off your shoulders? That the friend is willing to help you in times of despair? Do you not feel more like doing your own tasks? If we would think not only of ourselves but of others and their needs, more people would reach the summit of the hill and this old world would be a much better place in which to live.

"When I am dead and gone
I want it said of me, by those who knew me
best,
That I always plucked a thistle
And planted a flower, whenever I thought a
flower would grow."

—o—

It depends upon us whether or not we succeed in this great world.

It is the little every day things that count. If we do our little tasks day by day we shall see that they prepare us for the larger tasks in life.

Sometimes it is hard to keep performing the same duties over and over again.

In the school, we have our daily lessons. They must be mastered by us or

we shall find ourselves mastered by them.

In the home, we each have our little duties to perform and the success of the home is measured by the faithfulness with which each member of the household performs his tasks.

What is true in school and home is true in the business world and in every phase of life.

"Life is our schoolhouse; its rooms may be bare; but they afford us opportunities, which will make us fitted for greater inheritance."

—o—

Education is a word of manifold interpretations, but there is one general definition which holds, no matter how many individual meanings the word may have. Education is the process of preparing an individual for a life significant to himself and of service to others.

The first requisite for an education is a good character. One cannot hope to live a life worthwhile to himself and of service to others who is not, first of all, true to himself and true to others. He may speak ten different languages or be able to solve the most intricate mathematical problems, but if he lacks in the requisite of true manhood he is not educated.

The farmer and his wife whose minds are alert, who have made the most of the opportunities they have had, who bear the marks of a true lady and gentleman, and who perform their tasks

cheerfully and honestly may, in the sense of the definition quoted above, be just as truly educated as the college professor.

To-day the doors of education open to wider fields of usefulness than ever before and the person who takes advantage of the splendid opportunities afforded him for a preparation for a life worthwhile will have an education, no matter what his line of work may be; but in so far as he neglects these opportunities he will be wanting in the richness of his own life and in his ability to serve others.

—o—

THE CHINESE REVOLUTION.

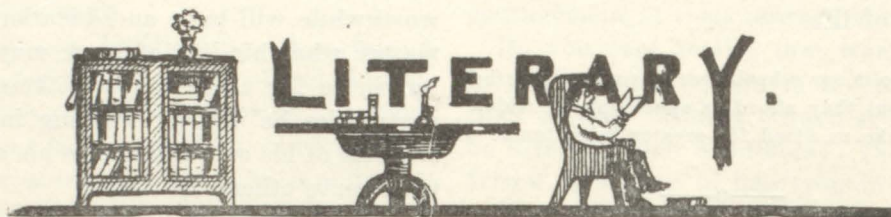
There has been a great loss of lives and property by the civil war which has been going on in China for some time. This war is still being carried on in the eastern part of China where commerce and civilization are most advanced. Canton, a few years ago, had a model municipality established by Sun Yat Sen who now has thrown this section into a political upheaval. Around Shanghai and Peking there have been battles as bloody as in any wars, save the most recent. This civil war is waged with ancient zeal and modern weapons, and its outcome is serious. As yet the foreign element has not interfered, but the navies of several nations have gathered at various ports. It seems obvious that Japan is financing one of the leaders of this revolution for Chang is sur-

rounded by Japanese advisers.

General Feng, the Christian general, or otherwise called the Cromwell of China, is a man of unusual ability. He has forced the boy emperor to leave the palace and live a less imperial life. The

Emperor has been up to the present time supported according to his position by the adoring masses of China.

It is probable that Feng will clear up Peking but the great question is, will he unite China?



SELECTIONS FROM ENGLISH CLASS-WORK

DESPAIR.

My brow is lined with care,
I try to write a verse,
Instead I tear my hair
And feel inclined to curse.

No inspiration brings
Rhymes of red autumn leaves;
No whisp'ring voices sing
Of a sad heart that grieves.

Others must do that work,
'Tis best to be quite frank.
I know it's mean to shirk,
Alas my mind is blank.

G. V. '25.

THE CLOSE OF DAY.

October's sun was fading
From a sky so blue and bright;
O'er the earth her mantle flinging,
At the soft approach of night.

And the sheep from the distant hillside
Slowly wended home their way;

And the sweet-voiced birds were silent,
In the calm of the closing day.

B. E. '26.

AUTUMN BEAUTY.

The sky is full of fleecy clouds,
'Neath them an autumn land
Where mountains rise in varied hues;
And earth's a wonderland.

The smiling fields are tapestries
Of russet, red and brown;
And only beauty there prevails,
All through that valley town.

E. M. '26.

THE COMING OF NIGHT.

The king sweeps once more across the sky,
Leaving a mighty trail of light;
Only the dusk and the winds that sigh
Tell us again of the coming night.

The sunset pales from the autumn day,
The sky grows cold in the fading light;
The stars come out in the milky way,
The curtain falls,—and it is night.

M. B. '26.

THE INFLUENCE OF CHARACTERS IN FICTION.

(Based on the Study of "Ivanhoe" and
"The Merchant of Venice.")

As the years roll swiftly by, taking with them the memory of great deeds wrought by men who have actually lived and made for themselves high places in the world of their time, so do they also carry with them the memory of other seemingly great men whose lives have been very real to us; whom we have followed through joy and sorrow; whose good deeds we have admired and whose evil deeds we have deplored, but by whom we have been more or less impressed, if not influenced. These last, as you may already have guessed, are the characters in books.

Books, how we love them! Everyday we pick them up with caressing hands; become absorbed in their plots, their adventures, their thrills, their joys, and here and there their bit of love; then we lay them down with a sigh and go on as before; their memory lingering with us but a short, short time.

Often have the lives of great men who have actually lived in this world of ours, been compared; their deeds told o'er and o'er as they are passed down through the generations. But seldom have the lives of these fictitious heroes been compared. And yet, why is it? They, indeed, fill as large a place in the world of imagination, as do real men in a real world.

It is not always the leading character who is outstanding. Often it is one of those minor characters who, although not playing such an important role, nevertheless requires the greatest

thought and care on the part of the author, who ponders long and thoughtfully, in order to give the traits which will produce the desired effect. The memory of such characters as these linger longest.

To illustrate, let us imagine that many years ago Shakespeare gathered together all the selfish, greedy, unjust, and cruel traits possible, and gave these to one character. This character executed these traits so skillfully and precisely that he is known by old and young as Shylock, that world famous revenger who is portrayed in the "Merchant of Venice." About two hundred years later, Walter Scott described another character, making him humble, avaricious, and yielding. This character, liked by some, disliked by others, is equally well known as Isaac of York, the man who arouses no little amount of interest in "Ivanhoe." Thus may we see that no matter what traits a character is made to portray, it is the trueness of the portrayal which we most admire.

Truly, the works of great authors never die. They live on and on, and each generation is thrilled by their words as were those who first read them. These fictitious and yet life-like personages will long remain, reminding us of those who gave their time and thought, that we might do greater and finer things through companionship with good books.

F. S. '26.

WOUNDED BY JOY.

(Prize Story)

Wandering discontentedly, through

the beautiful rooms of the big white house, Cytherea sighed often. Her restless footsteps, barely audible, greatly disturbed James, writing at his desk, in what was properly known as the study. As Cytherea went to the piano and struck several lingering chords, James threw down his pen and went to the window. Slowly Cytherea's fingers strayed into a soft, old waltz. James, gazing at the flaming mountain side, saw it no longer. Instead he saw before him the gay scene of the ball-room, filled with many whirling figures, where maidens, dressed in rainbow hues, were dancing and gaily laughing with their companions.

The ball-room faded away; he was standing on a terrace. In memory he felt the cool breeze of the ocean across his burning brow. The moon poured down her silver radiance upon the sea, and made a shining path from the terrace to the sky. A low murmur of voices, and into the silver gleam came Joy. How appropriate was her name! Her happy disposition, her smile of sunshine and her twinkling eyes, brought joy to every one. To everyone indeed, except poor James! Well might her name have been Mara; for him there had been joy mingled over-much with bitterness. Two months before, he had met her in that very ball-room, and with her, had fallen deeply in love. She had accepted his flowers, his books, his precious time, and above all a good-night kiss or two. And now she scorned him. Less than a week before, that handsome youth, George Saradokis, with his physique of a Greek god, his long slender white hands, his eloquent eyes that spoke such volumes, his thin cruel lips with their insolent languid smile, had stolen his Joy away. If James' strong, brown fingers could

have closed upon the "Greek god's" throat, they would have crushed out the last spark of life. His unreasoning anger was terrible. But James turned and walked down the terrace, as he now turned from the window and crossed the room. He passed from his study into the hall and on to the music-room door, where he paused.

Cytherea sat in a shaft of golden sunlight, which played at hide-and-seek in her red-brown hair. Her slender fingers touched the keys so gently; her dreamy eyes were upon the picture above the piano. As James stood thus, a great light shone from his eyes; a beautiful smile spread across his face. Ah—Here was his ideal! The one woman who could heal that wound made by Joy, who could still the throbbing ache of his heart. Cytherea! What a world of music in her wonderful name. "Thank God," he whispered, "my Queen of Love, at last I have found you!"

He stood in the door for a long moment, then entered and sat beside her on the music-bench. Her heart throbbed painfully; her fingers stumbled, and the last notes of the music died away. She turned to James, a question in her eyes. Setting an old love-song before her on the music-rack, he asked her to play it. With her eyes glued to the page, she slowly played it through. The music ended, they wandered into the garden to gather flowers for the dinner table. As they idled along through the grounds, stopping now and then beside a fountain, cutting an occasional flower and watching the setting sun sink lower in the west, James asked himself again and again how he could have been so blind! Only once did he think of Joy, and there was no bitterness in the thought; he merely smiled,

for the hurt was gone. His heart had found solace; his soul was comforted. Impulsively he turned to her and tremblingly declared his ardent love, and though she spoke no word, he found his answer in the depths of her blue eyes.

D. H. '25.

METHOD AND PERHAPS MAD- NESS.

It was, to be sure, a dark night; but not such a night as one usually expects to be the harbinger of evil. It was a clear night; not a sticky, murky, unhealthy night. But in spite of these facts I could not but admit that some mysterious fear gripped my innermost soul. My pulses quickened and my breath came in gasps. I was afraid,—but of what?

I was now hurrying along a well-lighted thoroughfare, a thoroughfare radiating prosperity and good will. Its houses were of the unordinary type, gaily illuminated, some sending out rose light, others a bright, white glare. All would seem to indicate happiness and restfulness. I was one of many pedestrians passing on to some joy or duty. I saw or heard nothing that did not correspond with the whole atmosphere and apparent serenity.

Why that uncanny fear? It was bare torture. I could feel my brow become wet with drops of sweat that began to trickle down my paling cheeks. From the instant that I realized this fear, it grew upon me and became a living creature that was tearing my mind into shreds. My legs were as lead, as one who in ugly dreams is trying to get

away from a pressing danger, only to find one's legs no longer tools of the mind, but pins to hold it down to that fateful spot. My heart would crash, my breath fail, if relief delayed much longer. What pains a person can endure in mere seconds!

A crash, a sob, a scream, a hiss! Voices lifted in horror and in frantic prayer. The wind that had been hiding in the darkness, came onward with a rush, and as it passed on, took the lights from the houses and threw the streets into darkness, leaving in its path the hush of death.

A pause of perhaps fifty seconds. We pedestrians stood as so many pillars of salt, preys to whatever power had thrown everything out of its course and held it bound in terror.

The lights flashed on, a stir of life, and automatically I continued my way along the streets as did the others. There had been no time for thought. With the renewed action of my blood and mind, I became aware of the fact that that strange supernatural fear had gone, as if snatched from me by the furious wind, leaving only a vague weakness that decreased at every step. Only a short distance, and I had taken another street and was once more in my normal condition. I walked on briskly.

That night I slept the sleep of weary forgetfulness, until the laughing sun brought me back to the realities of life and awoke in my mind my last night's experiences. I dressed in haste, forgetting to eat my usually hearty breakfast, and set out to find a morning paper. This was an easy matter, and in the course of a few minutes, I was side by side on a park bench with a sleepy night lodger. I tore the sheets of my paper in my haste to find some reference to the unbelievable occurrence I

had witnessed. I was about to give up in despair, when I chanced to strike up on a finely written paragraph of approximately forty lines, stating the death of a well-known atheist, living on East 46th Street. The street of my despair! It added in a casual manner, how strange it seemed, that while the soul of the deceased had been passing into the beyond, the lights of the city had been flashed out, leaving all in darkness for a space of a few seconds. What food for the superstitions of the ignorant!

With a leap my mind travelled back to that remembered peril. Now I saw it all. I was content. These voices were the many voices of an unbelieving soul, in agony. That soul had sinned, and the very powers of life were trembling at its sufferings. Such had been the strain, that the substances of the air were weakened and failed in their duty of lighting the city. The sob of suffering and the hiss of defiance, then final subjection to God and nature,—that was all. The wind swept the strife and struggle away. Only another soul had paid, and gone to eternal rest.

I am content. You think me superstitious and perhaps abnormal, but bear this in mind, I am not asking you to believe what, without a doubt, no one else saw and interpreted thus. I only want to convey to you an experience and the solution of it, that could govern my life and give me opportunity for prayer. I do not believe in the supernatural, I only believe that a soul is a world in itself. Thus my world probably contains many different visions and methods of solving them, different I say, from yours. My hope is this; that you are as content in your convictions as I am in mine.

L. L. '25.

DONOR'S DAY, NOVEMBER 29th.

With the Twentieth Century Club in full command, this annual occasion, based upon a beloved birthday, has become of such importance as to be eagerly anticipated by the entire community.

An enthusiastic audience, whose appreciation was made manifest by expressive applause, was in evidence, and a delightful program was carried through with unusual smoothness. The following program may interest those who were unable to be present:

Mandolin Club.—A group, that made one think in its pretty coloring, of a nosegay, was a charming sight, and their playing was pleasant to hear;—the selections were graceful compositions, and most competently led by Miss Lenfest at the piano, under whose charge were all the musical selections of the evening.

Greetings.—Principal Hanscom; The never-failing fitness of Mr. Hanscom's words are always a source of complete satisfaction to an audience, and his greeting made every listener feel himself part of the happy hour, and glad to be among it all.

Solo.—Mr. Brasier; Mr. Brasier sang the impressive little song, "The Task," by special request, with Miss Lenfest as sympathetic accompanist.

Dr. Gehring.—President of the Board of Trustees, then addressed the audience as follows:

Principal of Gould Academy, Faculty, Students and Friends.

I am wondering whether many of those present here tonight realize through what an exceptional period we are now passing,—indeed it may well be termed an epoch in the history of our town; not only for those of us who are particularly interested in Gould Acade-

my, but for all of the people who live in Bethel!

Gould Academy is today honoring Donor's Day. A day of recognition and thanksgiving. A day which is the outgrowth of the activities of some of the friends of the school, and whose efforts have culminated in a succession of events which may well be termed extraordinary. Not only by reason of their present results as shown in the erection of these magnificent buildings, but also by the aid of funds contributed so generously for years to maintain the continued life of the school in its present high standard of excellence.

For decades, processions of pupils have passed, in and out again, through the doors of this Academy, wherein no such epoch-making events have taken place, as signalize those that have happened even within the four-year limit of the present graduating class! The generosity and far-seeing wisdom of our various donors, resulting in the creation of one new department after another,—culminated two years ago in the completion of this enduring building, which we looked upon as a lasting monument to the generosity of a man whose vision and heart alike, are so great!

But even whilst we are assembled here tonight to express our gratitude and recognition, which expression I fervently hope shall continue to be an annual ceremonial of thanksgiving so long as the school shall live,—across the street another stately building is nearing completion, that shall still farther add to the glory and dignity of this fortunate school.

But though it is my purpose to dwell but briefly upon the benefits that Gould Academy has reaped,—through the generosity of its donors,—it is not my purpose to let them be forgotten or accept-

ed as we do the air and the sunshine,—as matters of course. For we know that giving,—the depriving oneself of something that will be for the good of others, without any hope of gain in return,—this free and joyous separating from one's self of money, time and effort,—is in itself a special trait of character,—a special attribute of heart,—in fact, is a splendid capacity for Public Spirit as has been so fully illustrated by these honored donors.

I am proud to say that at all times the teachers and students of this Academy are proving themselves to be ready, unselfish, executive donors. The sum of effort that is made each year would surprise this community, if thought, hard work, and abilities put into action, could be shown us tonight.

This very occasion is an illustration of what their idea of giving means in the school life, as we have seen in yesterday's attractive and successful efforts for financial aid! Only a year ago, these students, from slender personal means and allowance of time, raised the money that purchased the necessary addition for the extension of the playground.

I have never ceased to admire the masterly manner in which they rose to the occasion and the clever and ingenious methods they used to gain their ends. Certainly Old Gould has never been an ungrateful or niggardly recipient.

So much for our school spirit; that has proved itself!

* * * * *

But this occasion holds a double significance, for not only in reference to the Academy do I speak tonight, but because our village itself has suddenly become a great recipient! This surely is Donor's Day!

It is tonight my privilege, and what I consider a duty, to make the first public announcement of the fact, which is a matter of momentous record, and one that but rarely if ever, in the history of any community, has happened before! Our entire village has become the recipient of a gift so great, as to perpetuate for all time the health and well-being of every man, woman and child that is so fortunate as to be comprised within its limits!

It is through the generosity and public spirit of one far-visioned Donor, that the permanance and prosperity of this Academy has been assured,—and now, through the same altruistic spirit of this Donor, the health and safety of an entire community has been equally provided for in a manner that challenges our admiration and gratitude beyond any words in my power to employ!

The waters of Chapman Brook,—which we drink, upon which we utterly depend, which enter every home in the village and whose beneficence we so carelessly accept as though it were a matter-of-course,—this very water in its abundance and purity, has been vitally threatened with a terrible menace!

The entire watershed of this brook,—a vast area comprising some three thousand acres, has had its forests threatened with destruction! Operations were under way that within the next four or five years contemplated the felling of all standing timber upon this land, this forest-clad mountain slope that acts as the great absorbing sponge which retains the water from the rains and melting snows of the year, and feeds it in sure and unfailing supply to our homes!

Careful investigation has revealed the fact that inasmuch as the Water Company had not, in former years, secured such protection,—you, and I, and

everyone within the radius of the consumption of this water,—stood in line to become the victims of the inevitable consequences.

What are these consequences! First there would be the dwindling of the stream to such small proportions as to render us the helpless victims of any fire that might threaten our homes,—our entire village would be at the mercy of some possible fire and favoring wind! But infinitely surer would we become the helpless victims of any epidemic visited upon us in consequence of the pollution of this stream, over whose banks and tributaries and watershed the water company had but the scantiest control. What could we have done about that? Nothing. We should have been utterly helpless. We should again have had recourse to the digging of wells,—and in such event our last estate would have been but worse than our first!

Time and again, in various parts of our country, communities have been decimated, and even deserted, because of the pollution of their water supply. At any time, this community might have been in similar plight. Chapman Brook water has been a thing to conjure with in the years that have gone past,—but it would as surely, in the years to come, have become a source of reproach and fatal short-sightedness.

Through the Grace of God,—which He puts into the hearts of men,—a man imbued with His spirit, had a far-reaching vision that saw the huge significance of the danger threatening this village. He became moved by a strong and unequalled urge of coming to its rescue, (although the public was quite ignorant of its need,) and of his own volition, be it understood, purchased all of the three thousand acres involved, which furnish

Chapman Brook with its unfailing and excellent water, and will convey it to the Bethel Water Company, and through this medium to the village,—as a Gift!—In order that through untold generations it shall never fail to refresh the bodies, to protect the homes, and to give power to guard against pollution and disease!

William Bingham, 2nd., has saved the Village's future!!

(Here came an interruption! The entire school sprang into action! Under an excited cheer leader the name of Bingham, with the interpretative method of separated letters, threatened the lofty roof. In the audience there were quick tears. Now the address was resumed).

But what about receiving? Does the act of receiving conclude our obligations to the giver? Inasmuch as we are the recipients of countless gifts,—of privileges, of protection, from individuals or community or state or Federal government,—what about our obligations in return?

Is it not demanded that we shall be appreciative, responsive, grateful,—that we shall show ourselves as men and women who are not unworthy of the gifts and privileges bestowed upon us,—that we shall be good citizens and neighbors—willing to do all in our power for the common good? I need not be assured of your whole-hearted assent to this.

In bestowing the blessing of perpetually pure and abundant water upon this village, it is assumed by the Donor that our community, in turn, shall do all in its power to help perpetuate the spirit of this gift. This three thousand acre watershed is to become a public charge, for the protection of which every citizen is responsible. It is your duty, and

mine, to see that fire, contamination and all pollution are kept therefrom. It is your Chapman Brook, and mine, and every citizen's. It is we who drink the water,—whose lives are dependant upon its purity. Should there be neglect on our part, or that of the Water Company, to comply, so far as may be in our power, with this just and wise provision,—the title will revert to the Donor, and we shall have proven ourselves unworthy!

May we then be appreciative recipients,—worthy custodians of these trusts reposed, and when, in the future, an appeal comes to our community for a public good,—may this hour be remembered and, what has been the keynote of all that has been bestowed upon us,—Public Spirit,—be from henceforth enthusiastically recognized as a duty and a privilege.

A Spanish Dance.—Taught by Miss Hewins and executed by Miss Edna Guillet, was a rarely perfect exhibition of grace, charm and modesty. The brilliant costume, even to the rose in her hair, was significantly Spanish, and warmest applause demanded an encore, which however was archly refused.

Song.—Miss Cottrell's song, with Miss Brinck's violin obligato, was a pleasing number; one longed for another as well worth hearing.

Irish Jig.—Then there tripped upon the floor four couples in quaint peasant costumes, who danced a delightful folk dance with such happy abandon that it was a real pleasure to see what was being done in the training given by their teacher, Miss Hewins, under whose administration all the dramatic numbers of the evening were given.

Shakespeare.—The great event of the evening was the adaptation of "As You

Like It," by a Senior group. The difficulty of rendering such a classic by young people of their degree of experience called forth the warmest appreciation of the efforts involved in such an attempt. It is wholly of the best that our students should spend hours in such work. It leaves no pupil where it found him. The girls aroused especial attention by their really graceful bearing upon the stage, which marked the skill of the teacher. The boys were far more at ease than are most amateur actors, and all felt it was an exhibition of the high standard at which this school aims.

Last of all came two delightful numbers by the combined Glee and Mandolin Clubs which with a sort of silver chiming of bell-like tones, closed the program.

General dancing followed, and congratulations were heartily bestowed by those fortunate enough to be of those who love to honor Donor's Day.

is at some time valuable. A knowledge of the mind is more than valuable, even indispensable; because it is only through the mind that we can know each other and the world around us.

It is only through our knowledge of the world and things in it that we are able to really live. It follows then, that the more we know the better we can live. By studying the mind we learn about the things that constitute our own private world; the many things we habitually and unconsciously do to impair it, the many little things we can do to improve it—to make it a cleaner and better place in which to live. As we gain a knowledge of our private world and improve it in every way possible, we shall know better how to help others improve theirs. Therefore, the study of psychology aids in the preparation for a life of happiness and service, and is indispensable to the teacher whose work deals with mind.

B. L. D. '25.

NORMAL DEPARTMENT.

"The cultivation of the best that is in each child is the task of the school teacher."

THE VALUE OF PSYCHOLOGY.

(Class Theme.)

Psychology is an interesting subject, also a valuable one. Interesting, because it includes every one; valuable, because it enables us to better understand the human mind. The mind is a mystery—something intangible, yet usually regarded as being decidedly commonplace. The mind can be studied through the use of text books, by observing others, and by studying one's own mind. A knowledge of any subject

THE VALUE OF PSYCHOLOGY.

(Class Theme.)

When I found that I was to study psychology this year I thought it would be a hard and meaningless subject, and at first it did seem so; but as I was taught how to study it and how to apply what I learned in the every day life of people, I found it intensely interesting with a limitless field for study; and the more I studied it the more interesting it became. However, I did not realize how valuable it was until I began my practice teaching. One day's experience in trying to teach a geography class of twenty-five children served to impress me with the necessity of understanding something of the working of a child's mind. The varied ideas which

these children expressed convinced me that the mind works in a way peculiarly its own in each individual, and that to teach a child successfully, I must not only find out what he knows but I must be able to understand how he thinks. I had difficulty in keeping the attention of my class. That night I tried to recall the reason for inattention, which we studied in psychology and resolved to use some of the methods which our teacher had suggested to us for holding the attention. Of this I am sure, one cannot force or compel the attention of young children. I have learned by experience, as well as from the text book, that attention and interest are inseparable in the class room.

Psychology teaches that habits play an important part in one's life, hence it is necessary that the teacher be able to direct pupils in the formation of habits, for "any youth who is forming a large number of useful habits is receiving no mean education." Habits make for skill and efficiency in life; and these habits are for the most part formed during the school age.

Imagination is a common word but I did not fully grasp its meaning or the importance of imaginative power until I learned through psychology that we live largely in the realm of imagination.

These are only a few of the ideas I have obtained from my few weeks' study of psychology, but I am realizing more and more its practical value to one who is to teach and it is with great interest that I continue my study of this subject in the normal course.

V. M. F. '25.

TO KNOW IS NOT TO TEACH.

Nine strokes of the old town clock found the little schoolhouse occupied by

enthusiastic children who seemed to be enraptured with the charming, sweet personality of the new teacher. For two years, September had welcomed this little assembly governed by a little careworn country teacher. But this year brought a new pleasure, a new interest. We were glad to confront a tall, stately form, fashionably dressed. Her black hair which was artificially waved was coiled about her head. Her brilliant coloring in her cheeks just set forth the city style, as did the rest of her appearance. I had been advised by my friends to respect her more than I had the previous teachers, as she had come from the city and was highly educated.

She stepped gracefully out on the platform, adjusting the fragrant flowers, the stems of which were twined about her girdle. But nature's fragrance was not sufficient; the strong perfume overwhelmed the odor of the sweet flowers.

As she stood before us she announced that, since this was the first day, we must not expect to accomplish much. After each pupil had registered she made a long speech, omitting the prayer and Bible reading. Then, on the board, she listed rules and regulations of the school.

After my first recitation I had less confidence in her than before. So it was through the day, and throughout the year. I was unable to comprehend her very poor explanations. A teacher so learned, yet unable to impart her knowledge to others! The poor discipline and lack of cooperation brought the school into disorder and confusion. What did the teacher lack? Ask the normal girls. They will answer, "The spirit of a teacher."

Many a time I have wished that I

could step into the schoolhouse and see before me, our little country-bred school teacher, standing as in previous years, in very plain attire, her beautiful wavy golden hair coiled around her head forming a halo; her intelligent blue eyes sparkling with enthusiasm. The beautiful quotations which she taught me will increase in beauty and meaning and serve as an inspiration all my life. Her understanding and wise dealings with each individual, her clear explanations, wonderful control and discipline created and maintained an ideal school.

My experience with these teachers proved that to know is not to teach.

B. W. E. '26.

HOME ECONOMICS.

The four-year course in Home Economics offers to every girl an opportunity to learn the fundamentals of housekeeping and home-making. The Cottage, which is the home of this department, is unusually well equipped and here the girls learn to keep house by really doing the work themselves. The freshmen are the housekeepers. It is their duty to keep the Cottage in order, and they study sanitation along with their housekeeping to get an understanding of the reason for doing things. They do simple drafting and sewing also. The first problem of the year was the making of a large apron to wear while doing their housework. The course has been arranged this year so that freshman girls taking other courses have an opportunity to do some work in Home Economics. The work with foods in the sophomore class is planned so that the food prepared by

them is used by the seniors in their regular meals. With a look ahead to the needs of winter the class has canned fruit and made jelly. They have had laundry work which includes the removal of stains, the setting of colors, and the making of soap. The juniors have canned fruit, vegetables, and chicken and also have made jelly. Their work in clothing at present is the making of middy blouses and the study of textiles. The seniors study household accounts, the planning and furnishing of the house, clothing, household chemistry and dietetics which includes the planning, buying, preparing and serving of meals regularly to a family of six. When a girl graduates from this course she has had some real, practical housekeeping and should be better prepared to direct a home in such a way as to enjoy it herself and to help others to enjoy it.

D. H. '25.

PHYSICAL TRAINING.

The William Bingham Gymnasium which was completed two years ago at a cost of \$125,000 affords unusual opportunities for the work in physical education under the direction of Mr. R. C. Friderich and Miss Virginia Hewins. Gymnasium work is required of every student in school; the boys taking work three days each week and the girls two days each week. Every student is given a thorough physical examination at the beginning of the fall term and a second one at the end of the spring term. Records of the examinations are kept on file until the student leaves school or graduates. Physical defects are noted and corrective exercises are prescribed

and given by the physical director. The corrections of these defects are checked at the following examination. The work for girls consists of Swedish Gymnastics, light apparatus, heavy apparatus, dancing and group games. The boys work consists of Calisthenics, light and heavy apparatus, tumbling, some boxing and wrestling and games. Occasional drills and dances are given at school parties throughout the year and an exhibition of the year's work is given in the spring term. Beside the class work in gymnasium a great amount of work is carried out in athletics. This fall a football team was started for the first time in a number of years. Class basketball has always been a favorite form of athletics for both boys and girls and each year a large percentage of students take part in the class games. The same eligibility rules hold as for Interscholastic Athletics. Gould Academy is always represented by a strong basketball team and last year was one of the strongest teams at the Bates tournament. The spring term brings with it baseball and track and also a school team in each sport which has always upheld the traditions of the school.

COMMENCEMENT WEEK AT GOULD ACADEMY.

Commencement Week at Gould Academy has become an annual event of wide-spread interest. The large and yearly increasing alumni and friends of the school give to this occasion each year an added enthusiasm and significance. This year their interest in the institution was manifested by an even greater attendance upon the graduating

exercises than heretofore. Some who had not recently attended a Gould Commencement saw for the first time the many changes which have taken place within the past few years. They saw the remodeled and greatly improved Academy building; the splendid new gymnasium built in 1921; the finely equipped Domestic Arts Cottage and the Manual Training Shop which are now important departments in the school's work. But more than all these accomplished improvements, perhaps, is the promise of the future and especially the new girls' dormitory to be most appropriately called "The Marian True Gehring Students' Home" now being erected on the slight elevation on the westerly side of Church Street nearly opposite the Academy where the Mary G. Chapman house formerly stood. This dormitory will meet a long felt need and permit the present dormitory to be used wholly for boys. It is to be a three story brick structure, some 100 feet long, and modern in all respects. In it there will be a main dining-room for all boarding students with ample provision for adaptation to special occasions like the annual Alumni Luncheon. Another much needed acquisition is the new athletic field now being developed on the westerly side of Church Street, opposite the present dormitory. This field when completed will provide for the school's athletics upon what is now a part of the enlarged campus. The purchase of the Cross land, so called, together with some adjoining land and the Chapman property has added more than fifteen acres to the school's holdings on Church Street and made possible the expansion and improvements now going on.

All these forward steps are made possible by the unselfish generosity of that

deeply appreciated friend of Gould Academy, William Bingham, 2nd, to whom goes forth the heartfelt thankfulness of the whole community and of that ever increasing host of those who are the indirect beneficiaries of his munificence.

Baccalaureate Sunday.

The Baccalaureate service was held at the Congregational Church on Sunday afternoon, June 1st. The church was attractively decorated. Led by Principal Hanscom, the school filed into the church and completely filled the pews on either side of the center aisle. Music for the occasion was provided by the quartet of the Universalist Church of South Paris, Maine. The anniversary sermon was delivered by Professor Frank D. Tubbs of Bates College who took for his theme, "The Life More Abundant." Doctor Tubbs is a great favorite with Bethel people, and the audience, which filled the church to overflowing, gave closest attention to his broad, scholarly and richly illustrated discourse.

Graduation Exercises.

Commencement Day dawned bright and fair. Long before the stated hour, loyal alumni and eager parents thronged the William Bingham Gymnasium which presented a most attractive appearance. The rear of the stage was banked in evergreen with the numerals 1924 in bold relief. The class motto, "Vincit qui se vinceret" was suspended across the front of the stage. From the balcony, across the sides and back, hung the class banners in their order from '98 to '24. To the strains of Pettengill's Orchestra, the school marshaled by Madison Berry of the

Junior class, marched up the right side of the auditorium and across the front to the seats reserved for them on the right.

To the class of 1924 belongs the honor of effecting a long-desired change,—the introduction of senior dramatics as a part of the commencement program, which was as follows:

Invocation

Music

Latin Salutatory,

Taylor Clough

Presentation of Class Gift,

Emeline Heath

Acceptance of Gift,

Dr. John G. Gehring

Music

The Masque of the Two Strangers

Characters

Court Jester,

William Chapman

Joy,

Ruth Emery

Laughter,

Marian Brooks

Song,

Ruth Hastings

Dance,

Hildred Keddy

Service,

Shirley Brooks

Poetry,

Mildred York

Hope,

Louise Shordon

Herald,

Ernest Holt

Princess Douce-Coeur,

Elsie Flint

Sorrow,

Genie Saunders

Fame,

Willard Bean

Riches,

Edward Carlson

Power,

Donald Sweeney

Love,

Fred Philbrick

Music

Transferring of 20th Century Club Banner

Valedictory Address,

Alfreda Wheeler

Awarding of Prizes

Conferring of Diplomas

Singing Class Ode

Benediction

CLASS ODE.

Tune—Flow Gently, Sweet Afton

Bernice Nina Haines

After years in thy presence,

Thou dear Gold and Blue,

We're leaving our schoolmates,

Dear G. A., and you.
 We sought for thy knowledge,
 Thy loyalty, love;
 They came as a blessing
 From heaven above.

When ent'ring thy portals
 We looked up to thee
 For learning and guidance
 O'er knowledge's deep sea.
 Thy walls were protection,
 Thy rooms were a home,
 And all were one body
 'Neath thy golden dome.

But now to the future
 Our thoughts we must guide;
 No more with thee, G. A.,
 We'll walk side by side.
 And when we are sailing
 Life's deep blue sea o'er
 We'll long for thy guidance
 Dear G. A., once more.

So thoughtful and honest
 Thou'st taught us to be
 That when we are wandering,
 Dear G. A., from thee,
 In all of life's battles,
 We'll always be true,
 And never forget thee,
 Thou dear Gold and Blue.

The honor parts were especially well written and delivered. Every detail of the "Masque" was superbly handled and both audience and players could not fail to see in its theme something really constructive and far-reaching.

The class gift to the school was a beautiful picture of Daniel Chester French's sculpture, the Alice Freeman Palmer Memorial at Wellesley College. Dr. J. G. Gehring, President of the Board of Trustees, accepted the gift with appropriate remarks.

Alumni Luncheon.

Immediately following the Commencement Exercises the alumni gathered at the Academy, the lines were formed and the alumni, faculty and friends marched to Odd Fellows Hall where a most delicious luncheon was efficiently served in the large dining room by the ladies of the Methodist Church. After the repast, Mrs. Alphonse Van Den Kerekhoven presiding most graciously, called upon Mrs. Gehring who was greeted with prolonged applause and who spoke in her usual pleasing manner. Following Mrs. Gehring was Dr. Gehring, who gave a most interesting and informative talk upon the interests and purposes of the school, emphasizing the need of a hearty cooperation on the part of the alumni and friends of the institution in the work which is being done. The next speaker was Principal Hanscom who, in a happy vein, told more in detail of the work of the past years, the changes and improvements which have taken place and somewhat of the plans and hopes of the future. Mr. Paul Thurston and Mr. F. B. Merrill spoke for the alumni, taking for their topic the athletic side of the school's activities. Mr. William Chapman spoke for the graduating class.

With Miss Blanche Herrick at the piano, all joined in singing some of the Gould songs, thus concluding an altogether enjoyable occasion.

Baseball Game.

The annual game of baseball between Gould and the Alumni was played on the Athletic Field and resulted in a score of 4 to 3 in favor of Gould.

Reception.

The reception given by the graduat-

ing class to its friends concluded the festivities of Commencement Week. The class was assisted in receiving by Mrs. J. G. Gehring, Mrs. O. M. Mason, Prof. and Mrs. Hanscom, Miss Ella Litchfield and Miss Nellie Whitman. Dancing was enjoyed until eleven o'clock when good-nights were said, thus bringing to a happy close the delightful and altogether successful Commencement Week.

HOLDEN HALL NOTES.

Hail! We, who are about to move, salute you! The girls' dormitory, our Marian True Gehring Students' Home is nearing its completion. With what interest are we awaiting the final results of the interior decorators and that welcome command, "Girls, you may move into your new home over the week end."

Never shall we forget Holden Hall and the last few months spent on the girls' side of our first dormitory. Wouldn't it be exciting if we should make a mistake and go into Holden Hall once or twice after we were supposed to be "out"? Well! doubtless the boys would remind us of our mistake, if we succeeded in getting by Mr. Brasier and Mr. Fosset. Boys! Here's hoping that you enjoy our part of Holden Hall as much as we have.

So many new girls! We hardly know whom to welcome first. In "Nigger Heaven,"—that coveted retreat from eagle eyes,—the initiates are: Frances Lane, a junior from Errol; Edna Guilette, a sophomore and Edmond's sister from Canada; Carmen Jordan, also a sophomore, from Mechanic Falls. There are two freshman girls, Nellie Wills and Esther Caldwell from Ox-

ford, who have saved the reputation of Ann Musgrave, Hazel Sawyer and Alice Linnell, for these indolent seniors have had their names on the "best room list", only on the day the freshmen girls cleaned their rooms. Don't tell anybody that I told you because they are good friends of mine.

The large room on the second floor is occupied by Hazel Smith and Janet Fraser, watched over by Gertrude Abbott. Carolyn Tufts from Poland has been admitted to the extra (?) space in Olive Burrows and Rachel Bean's room. That one room should not hold such active girls is evident by the falling of the plastering in the serving room, which, by the way, is directly beneath the aforesaid room.

Preferring to study, Leita Brown moved to the second floor this year and has for her roommate Virginia Lee of Boston. The room is a perfect paradise—all Bostonian effects and very suitable at that. Ellen Cottrell and her "uke",—ask the boys if it is as disturbing as the drum; Colista Curtis, Florence Howe, Lynda Barnet and the Osborne sisters occupy their former rooms, at least they occupy them most (?) of the time. Betty White from Berlin and Alice Hamlin, Phil's sister, inhabit the one remaining room. Often do we welcome Ina Potter and Lucy Lombard from Mrs. Achenbach's. In fact we do not know that they do not room here—but just where?

The new girls at the cottage, Lenise Cummings, Leona Grant and Helen Morton, together with our former sisters Evelyn Cole, Ruth Bearce, Ethelyn Stanley and Mildred Conant must not pass without mention for we feel that "Holden Hall girls" include all girls who eat in our dining room, wherever they sleep.

Miss Virginia Hewins, our new physical training teacher, Miss Ruth Lenfest our music teacher, and Mr. Roland Friderich, who belongs to our boys we gladly welcome to Gould's. We trust you may learn to love her as do her children. We are ever glad to include Miss Whitman, Miss Litchfield, Miss Wight, Miss Stuart, Mrs. Kenniston and Mr. Hanscom and his family in our "Holden Hall Family."

Yes! we have a chef! Well, I guess you'd think so if you could taste the good things we have to eat. Why! he dresses up the fish, makes fancy pastry and puts the whip cream on ginger bread so that it tastes like a million dollars. Part of his name is Mr. Kehoe. The other part is Mrs. Kehoe, who watches carefully to see that Mr. Kehoe feeds us properly and that our house is in company array at all times.

During the term we have elected four representatives to serve on a Girls' Council with the lady teachers at the dormitory, the purpose being to provide the dormitory girls with wholesome and pleasant entertainment during the week ends and special afternoons of the school year. Sandwich sales have netted us a small sum which we shall spend for recent books, games and entertainment. Every girl is to be given the opportunity and experience of assisting in the sandwich sales, the planning and purchasing of materials, while the disposition of the funds is to be left to the Girls Council. Leita Brown was chosen as our treasurer-librarian.

We have already enjoyed three small parties under the auspices of the Council—one a small card party to which the boys were invited; the second a sewing bee for the Y. W. C. A. Fair; and the third a party in the Gym, during the Thanksgiving recess, managed by a vol-

untary committee.

On November 12th, Miss Litchfield gave a small afternoon party, which was pleasantly enjoyed by the girls and a few friends of the school. The decorations were in charge of Virginia Lee and Edna Guilette, and the girls who remained over the holiday pleasingly served refreshments. We are looking forward to our home holidays and our return, for time passes quickly, after all, at Holden Hall.

Y. M. C. A.

The following officers have been elected for this year:

President—Ernest Mundt '25.
 Vice President—Gerald York '26.
 Secretary—Arthur Cockery '26.
 Treasurer—Charles Haselton '26.
 Executive Board—Garard Eames '26.
 Faculty Adviser—Mr. Brasier.

R. W. Holmes '25, Arthur Jordan '26, George Charles '25 and Donald Kidder '26 attended the Secondary School Conference at Waterville, Nov. 14, 15 and 16th. They brought back some very valuable and interesting reports of this conference, which they gave at a recent meeting of the Y. M. boys.

The "Y" is now mapping out a program of activities of unusual scope. The regular meetings are to be held every Thursday. Prominent in the program of these meetings will be speakers obtained from outside the Y. M. C. A. Plans for the annual Winter Carnival will soon be announced in the Bethel paper.

Y. W. C. A. GIRL RESERVES.

President—Marian Healy '25.
 Vice President—Ellen Cottrell '25.
 Secretary—Florence Howe '26.
 Treasurer—Hazel Sawyer '25.
 Chairman of Program Com.—
 Olive Burrowes '25.
 Chairman of Social Com.—
 Ann Musgrave '25.
 Chairman of Service Com.—
 Pearl Samson '26.
 Chairman of Membership Com.—
 Colista Curtis '26.
 Chairman of Music Com.—
 Grace Van Den Kerckhoven '25.

Nearly all of Gould's girls are members of the Girl Reserves and their enthusiasm promises a successful year.

A few weeks after school opened, the old members invited all the girls of the school to a picnic supper. Amid much excitement the girls, after separating into three groups, left Holden Hall on a hare and hound chase which terminated at the chosen picnic ground, the field behind Mr. H. H. Hastings' barn.

Games and songs kept everyone lively while "weenies," sandwiches, marshmallows and many other good things satisfied healthy appetites. After singing Girl Reserve songs everyone returned to the "Dorm" where the teachers and boys were serenaded.

The merry crowd continued their way up the street to the Principal's home, where Mr. and Mrs. Hanscom were heartily cheered. The girls then returned to their homes full of the splendid Girl Reserve spirit.

The "Recognition Service" was held in the "gym" on the evening of Octob-

er 26th, when twenty-eight girls became members of the Girl Reserves. After the impressive service a social hour was enjoyed and refreshments of popcorn and apples served.

The meetings this year have been well attended. At one meeting Marian Healy, Alberta Brooks, Leita Brown, Elizabeth Mason, Grace Van Den Kerckhoven and Dorothy Hanscom, delegates to the Girl Reserve Conference at Camp Maqua, Poland, gave reports of the splendid inspiration which they gained while there.

Preparations are now being made for the annual Christmas Fair. A Christmas play will make up the entertainment to be given in connection with this event.

THE FACULTY.

"Blessed are the peace makers on earth.
 A kinder gentleman treads not the earth
 He sits high in all the people's hearts."

Mr. Hanscom.

"Thou hast the patience and faith of saints."

Miss Whitman.

"A perfect woman, nobly planned,
 To warn, to comfort, and command."

Miss Litchfield.

"Bright was her face with smiles, and
 words of welcome and gladness fell from her
 beautiful lips."

Miss Hanscom.

"Worth, courage, honor, these ideals,
 Your substance and birthright are."

Miss Wight.

"It seemed from her very presence sun-
 shine streamed."

Miss Park.

"Smiles were nature to her eyes
As are the stars to heaven."

Miss Lenfest.

"Her heart is in her work and the heart
giveth grace unto every art."

Miss Stuart.

"Virtue in her appears so bright and gay
We hear with pleasure and with pride obey."

Miss Hewins.

"Doing his part, with a sturdy will,
Of the earnest work of life."

Mr. Brasier.

"To those who know him best,
A friend most true and hearty;
To those who know him least,
A very quiet party."

Mr. Fossett.

"He is simply the rarest man in the world,
He tells you flatly what his mind is."

Mr. Friderich.

SENIOR CLASS NOTES.

President—Guy Thurston.

Vice President—Robert Goddard.

Sec. & Treas.—Ruth Bearce.

We have returned this year with the burdens of the school upon our shoulders! We believe it our duty, as Seniors, to convince the teachers on each and every occasion that they are mistaken and we are right; to place the lower classmen in their proper places; to correct any erroneous matters; and, in fact, to assert our superiority at All Times!! (However we are grieved that some of our members are often mistaken for Freshmen!)

We have added to our numbers Lucy Lombard, Richard Harris and Winifred Swan, who greatly contribute to our intellectual standing.

JUNIOR CLASS NOTES.

President—Franklin Kenniston.

Vice President—E. Kenneth Stanley.

Sec. & Treas.—Colista Curtis.

We are glad to have as the new members of our class Ina Potter, Frances Lane, Virginia Lee and Caroline Tufts.

We have recently purchased our class rings of which we are very proud.

The American History class entered into the spirit of the Presidential Campaign with enthusiasm, especially Mr. Corkery, who gave some very convincing speeches.

The Cicero class must needs recall the great endurance of the Romans, who listened in one afternoon to an oration which takes them nearly six weeks to read.

SOPHOMORE CLASS NOTES.

President—Freeland Clark.

Vice-President—Wallace Saunders.

Sec. & Treas.—Edna Guillet.

We are glad to welcome Edna Guillet and Carmen Jordan to our class this year. Also wish to welcome Gert-rude Abbott, who on account of illness last year had to leave the class of '26. Although some of our last year's classmates did not return we number about the same as when we were Freshmen.

We are proud to be wearing our class pins just lately received.

It was stated last year that we needed a little salt but in the future we will try to overcome that difficulty. We

will not boast of great deeds now but will keep in reserve our secrets.

For further information about us you may look in the directory.

We regret the absence of George Leonard who was obliged to leave us on account of ill health.

FRESHMAN CLASS NOTES.

The school year opened with an enrollment of thirty-five students in the Freshman class.

Milton Christie left our class after a brief stay of four weeks. We miss you Christie and wish you well in Florida.

The sixth week the class elected officers as follows:

President—John Adams.

Vice President—Lenise Cummings.

Sec. & Treas.—Betty White.

Some things we notice every day about our classmates:

Amy Hansecom—Hurrying.

Millard Littlefield—Making eyes at M. F.

Kathryn Ramsell—Without words.

John Adams—Not smiling.

Janet Fraser—Not flirting.

Elva Poore—Without her lessons.

SENIOR CLASS DIRECTORY.

Mildred Conant—Wishes to form another Brown Co.

Vera Fraser—Would hate to have anyone get "Mad".

Ellen Cottrell—Will she ever grow up?

Harold Nutting—Henry Ford's campaign manager.

Minola Blake—Prim and sedate.

Alberta Brooks—Always bubbling with mirth.

Marion Parsons—Most diligent of scholars.

Richard Holmes—May go to Vermont soon.

Leita Brown—Cultivates "Pease".

Donald Kidder } Long

Barbara Davis } Short of the class.

Ann Musgrave—A literary genius.

Thea Hutchinson—Very dignified—at times.

Frank Howe—A young electrician.

Winifred Swan—A breaker of hearts.

Electa Chapin—Barbara's check rein.

George Charles—Famous French student.

Richard Harris—Would be happy by the "Jordan".

Hazel Sawyer—Believes in the saying, "Laugh and grow fat".

Ernest Mundt—A famous cartoonist, second only to Goldsmith.

JUNIOR CLASS DIRECTORY.

Lynda Barnett—She has a mind all her own.

Priscilla York—A friend of "Caesar."

FRESHMAN CLASS DIRECTORY.

John Adams—A smile will go a long, long way.

Amy Hanscom—Sittin' in a corner.

Harold Marshall—Why did I kiss that girl?

Kathryn Ramsell—I love me.

Robert York—Dreamy melody.

Janet Fraser—Stay home little girl, stay home.

Millard Littlefield—Take, O take those lips away.

Faye Mitchell—Oh baby!

Earl Bryant—She wouldn't do what I asked her to do.

Leona Grant—"I'm nobody's sweetheart now.

Hedley Wheeler—When will the sun shine for me.

Lenise Cummings—It had to be you.

Albert Brown—I ain't nobody's darling.

Marjorie Kessell—I wonder who's dancing with you tonight.

Every man in his lifetime needs to thank his faults. Our strength grows out of our weakness. In general, every evil to which we do not succumb is a benefactor.—Emerson.

SCHOOL NOTES



Mr. Josiah Taylor, State Inspector of Secondary Schools, was a recent guest at the Academy.

The daily program was so arranged during the week of the Bethel Chautauqua that teachers and pupils were privileged to attend both the afternoon and evening sessions. The programs were greatly enjoyed by all.

The school wishes to acknowledge Dr. Gehring's recent gift to the Science Department, an herbarium and an aquarium. Both will be of practical use in our observation work.

Our readers will recall that last year the school started a fund for school improvements by securing subscriptions to the Ladies' Home Journal when about one hundred dollars were realized. This fall another neat sum was added by obtaining subscriptions to the Country Gentleman. It is probable that the school will purchase a moving picture machine when enough funds are available.

Our musical organizations are continuing their work of last year. The Mandolin Club recently rendered some

selections most pleasingly at chapel exercises. It is hoped that an operetta may be given during the winter term.

A very delightful party in honor of the Freshman Class was given by the Twentieth Century Club of Gould Academy, Tuesday night, October 7th, in the William Bingham Gymnasium. The receiving line formed at eight o'clock and was followed by a piano solo by Miss Elizabeth Emery. Mr. Brasier then sang "Little Mother of Mine" accompanied by Miss Lenfest. The Senior Class under the direction of Miss Hewins gave a one act play entitled "Converting Bruce" and it was very well done. The cast was as follows:

Guy Thurston,	Jack Webster
Ernest Mundt,	Bruce Harrington
Ellen Cottrell,	Peggy Lee
Alberta Brooks,	Beth Stuart

At the conclusion of the play the entire student body had a grand march which was led by Miss Virginia Goodnow and Rex Sessions.

Following the grand march Littlefield's Orchestra played appropriate dance music and the remainder of the evening was spent in dancing. Dr. and Mrs. Gehring, Principal and Mrs. Hanscom, Miss Litchfield, Miss Whitman, Mrs. E. C. Park, Mrs. A. Van Den Kerekhoven and Guy Thurston, President of the Class, welcomed the guests.

OPENING NIGHT OF THE TWENTIETH CENTURY CLUB.

On the evening of November twenty-fifth, the William Bingham Gymnasium was in its fine Auditorium form. The great room, as perfectly cared for as a drawing room, was made wonderfully

attractive by white pillars of irregular height on the stage, holding baskets of flowers, with a piano, screen, etc. In the centre, in front of the stage, a limited number of seats were arranged for a small audience.

The meeting was called to order by Principal Hanscom, and the Secretary of the Club called the roll of membership. Instead of the conventional response an interesting quotation was given. These gems of thought are constantly set in motion by Mr. Hanscom's use of them in the school requirements,—thus adding the best condensed literature to the daily study-life.

A very attractive program followed. First, came Miss Grace Van Den Kerckhoven with a brilliant piano solo which she rendered with much careful attention to the rhythmic swing, and which was received with pleasure. Miss Cottrell sang a dainty song with an archness that showed musical-dramatic ability, and was warmly encored.

Then, came an innovation deserving much credit. Excerpts from "The Tempest" were given by several students, in costume. A synopsis of the play was clearly given by Miss Ruth Bearce. The players were letter perfect, and showed earnest effort in expressing their comprehension of their parts. Miss Wight should feel that it was more than worth while to have given so much time and thought to enable that young group to lay hold of this masterpiece by impersonating the characters. Such work makes an indelible impression upon young minds,—and is a broad stepping-stone to other achievements. By aiming above us we at least see, that there is such a thing as a shining target.

Last of all, Mrs. Gehring gave the following talk which, by request, is giv-

en below:

Twentieth Century Club and Friends.

It has been said many times of our village by the cultivated people who came here year after year, that they had never seen such good manners in groups of boys waiting at the Post Office, or at the doors of Assemblies, or met as soft-voiced and gentle mannered girls, as they walked up and down our elm-shaded streets; that has been the reputation of Gould Academy in the past!

Today, the Twentieth Century Club is a centre for the school's social life; it is a united effort by the Faculty and Senior class that it might not be said of us, as a girl from one of our leading colleges once said, "We are educated here, but we are not cultivated, because we are not brought into sufficiently intimate relations with our teachers."

This Club gives the purpose and environment which only cultivated men and women can give to young boys and girls. Instead of having only the standards of very young and undeveloped students to help, the members of this Club have the education, cultivation, and experience of gentlemen and ladies to bring out their talents and to help them do fine things, which they could not do alone. By and by, going out into the world, they will know how a hundred things should be done, just because they have been trained in this helpful atmosphere.

Education lays a broad, splendid foundation,—cultivation builds a clock-tower; and its illumination shines far and wide. Many an educated person bemoans a lack of early cultivation. One of the best and wisest educators in this State told me he would give the world not to feel awkward or self-conscious as he walked up the aisle of a

crowded assembly before whom he was to speak; if he could only relieve his mind from the belief that his hands were really not as large as salt fish! Mr. Friderich's boys will never feel like that! Miss Hewins' girls will never disappoint an audience by walking "perfectly naturally" across the stage. It is training, strength, and grace as well as higher mathematics and classics that give a man or woman power to influence.

Now the Club motto is "To look up. To love. To laugh. To lift."

"To look up."—The man who climbing in the Alps refuses a guide, is often found a thousand feet below—in an ice crevasse. If we do not accept the hand of the Great Guide we can never walk safely and joyously; Something higher and stronger must lead us.

"To love."—Without the electric spark we cannot give light or warmth! Oh love,—dear boys and girls,—home, first, then what is fine in people everywhere,—love every lovable thing, and look above the unlovable, feeling that you will try to help make it better worth loving.

"To laugh."—With all your hearts; make a business of smiling; see all the kindly fun in life, and be sure to have "the smiles that beget no cruelty." Remember, criticism is very cheap!

"To lift."—I once heard a gentleman say, "I like to watch that little lad at play with others; he always tackles the heavy end of the log. He will get there." Today, he lifts many logs and is a big, generous, beloved man. So, do not take the easiest way with others; when you see a need of any kind, try to get under it and lift.

No young people on earth look to me as interesting as those of Gould Academy, and I love the Banner of this Club.

Royal purple, for strong manhood, white for pure womanhood,—and the two blended in one as a symbol of strength and purity, equally for both. This is what I am expecting of you, dear Twentieth Century Club members.

“To look up, to love, to laugh, to lift!”

The senior class then took charge of the remainder of the evening. A game of charades bringing everyone in the room into action, dignified guests as well as pupils, was cleverly carried through. This was followed by a march over forbidden rugs which, when stepped upon, barred the unfortunate couple from the group. General dancing followed, and those who left the Gymnasium felt the additional sense of privilege which always comes whenever one is permitted to see into the inner life of this beloved school.

ALUMNI PERSONALS.

Mabel Gleason '06, now Mrs. S. Edwin Story of Westminster, Mass., called at the Academy this fall.

Francis Mills ex-'12, is a member of the faculty at Keene Normal School. Mr. Mills' engagement to Miss Ruth Cook of Cooperstown, N. Y., was recently announced.

Alton Bartlett '14 will serve as Representative in the State Legislature this winter.

Margaret Herrick '14 is employed in laboratory work in one of the Boston Municipal Hospitals.

Howard Tyler '14 and wife (Ermine Rabideau '15) are in Iowa where he is

attending the Palmer Chiropractic School.

Leroy Hamlin '14 is employed as janitor at Gould. Mr. Hamlin and his family, consisting of his wife and two small children, occupy the new janitor's home on the campus.

Marion Frost '15 spent the past summer in England. Miss Frost is a member of the faculty at Keene Normal School.

Helen Abbott '16 is employed at clerical work in New York City.

Harris Hamlin, once a member of the class of '17 was a recent visitor at Gould. Mr. Hamlin served his country in the late war and, under the Veterans Compensation Act he has taken up a lot of land in Wyoming and is learning how to manage a sheep ranch. He will soon return to Wyoming.

Elwin Wilson '17 was graduated from Bates last June where he made a most creditable record. He is taking a theological course at Princeton this year. During the summer he supplied very acceptably the pulpits of some of the churches in Bethel and vicinity.

Helen Clark '18 is teaching the commercial course in the West Paris High School.

Lester Brooks '18 is employed by the General Electric Company at Schenectady, New York.

Eugene Ven Den Kerkhoven '18 has employment with the Canadian National R. R. in Portland.

William Hall '18 is assistant to the Treasurer of Bowdoin College.

Gwendolin Godwin '19 is Principal of the Bethel Grammar School.

Esther Tyler '19 is teaching in the Morse High School at Bath, Maine.

Robert Hanscom '19 enjoyed a trip to California during the summer. He returned to his teaching at the Moses Brown School this fall.

William Vandenkerekhoven '20 is pursuing his studies at Northeastern College.

Louis Van Den Kerckhoven '20 is employed in the store of G. L. Thurston, Bethel.

Philip Beckler '21 is a student at the University of Maine.

Vivian Wight '21 is a junior at Jackson College. She is a member of Alpha Omicron Pi. Miss Wight is accompanist for the Glee Club and is prominent in the musical life of the college.

Erma Marshall '22 is teaching in Norway.

Luther Morse '23 will enter Boston University in February.

Dorothy Goodnow '23 is assistant in the primary grades of the Bethel grammar school.

Adelia Cummings '23 is teaching in Oxford.

Roy Davis '23 is teaching at South Bethel.

Helen Beckler '23 is a student at Nason Institute.

Alice Smith '23 is teaching at Chebeague Island.

'24.

Bessie Bean is employed at North Stratford, N. H.

Willard Bean is attending New Hampshire State College.

Shirley Brooks is teaching at Gilead.

Marian Brooks is teaching at Milan.

Edward Carlson is a freshman at Bates.

Alice Chapman is at her home in Bethel.

William Chapman is a student at Hebron Academy.

Taylor Clough is a student at Bates.

Ruth Emery is studying at Nason Institute.

Elsie Flint is teaching the Middle Intervale school in Bethel.

Enoch Foster is at his home in Newry.

Bernice Haines is teaching in Greenwood.

Ruth Hastings is a freshman at Bates.

Emeline Heath is at her home in Gilead.

Gardiner Herrick is at home.

Ernest Holt is at his home in Hanover.

Hildred Keddy is doing office work in Portland.

Lilla Morse is teaching the grammar school at Roxbury, Maine.

Waldo Peaslee is employed in the store of Leppien Morse in Bethel.

Fred Philbrick is at Bates.

Hazel Sanborn is training for a nurse at the Maine General Hospital, Portland.

Genie Saunders is teaching the Powers school in Newry.

Louise Shordon is a student at Burdett Business College, Boston.

Tressa Sidelinger is married and resides at Boothbay, Maine.

Hugh Stearns is studying at the University of Maine.

Elmer Stevens is at his home at South Bethel.

Charles and Edward Swan are employed in Bethel.

Donald Sweeney is working in Rumford.

Alfreda Wheeler is a student at Bay-path Institute, Springfield, Mass.

Mildred York is employed in the office of S. F. Peaslee, Upton, Maine.

The Herald recently received the following from the Bates News Bureau:

Gould Academy has ten graduates studying at Bates this year. Alice L. Eames, '21, and Annabel K. Snow, '21, are both members of the Senior class. Miss Eames is a member of the Deutscher Verein and an assistant in the Latin Department of the college. Miss Snow had a Morality Play of her composition presented at a play-reading in her junior year, is a member of the Cosmos Club, and was elected a member of the English 4A Players.

Inez G. Farris, '22, Margaret E. Hanscom, '22 and Raymond B. Chapman, '22, are members of the Junior class. Miss

Farris is President of Alethea, the literary club for sophomore and junior girls, and vice-president of the Bates Women's Student Government Judiciary Board. Miss Hanscom is vice-president of the Women's Athletic Board, and one of the Directors of the Bates Outing Club. Both Miss Hanscom and Miss Farris have been elected to membership in the Ramsdell Scientific Society, an honorary society, eligibility to which is based on high rank in scholarship. Chapman is a member of the Spofford Club, an organization composed of the fifteen undergraduates who show the greatest promise in the field of creative literature. He was awarded the first prize for the men in the Maine Intercollegiate Short Story Contest last spring.

Maystelle Farris, '23, is a sophomore, and prominent in inter-class athletics.

Ruth E. Hastings, '24, Taylor D. Clough, '24, Fred B. Philbrick, '24, and Edward H. Carlson, '24, are freshmen at Bates.

We note the following marriages since the last issue of the Herald:

Ernest Bisbee '09 to Miss Ethel Philbrick who for some years has been a teacher in the Bethel Grammar School.

Edna Bartlett '11 to Clifton Bean of Rumford.

Mildred Bosserman '14 to Dr. E. L. Brown of Bethel.

Hazel Arno '16 to Robert H. Johnson of Bethel, formerly of New York.

Ernestine Philbrook '17 to Raymond Jackson of Amesbury, Mass.

Blanche Herrick '18 to Paul Staples of Rumford.

Myron Bryant '20 to Doris Goodnow '23.

Harold Bartlett '19 to Violet Freeman of Concord, N. H.

Ruth Wheeler '20 to Henry Kittleson of Portland.

Joan Skillings '22 to Floyd Coolidge of East Bethel.

Frances Morse '22 to Wilbur Gammon of South Paris.

Walter Inman '22 to Roxie Baker.

Eunice Smith '23 to George Hopkins of Rumford.

Elizabeth Emery '23 to Kenneth Wight of Thomaston, Connecticut.

Death has claimed during the past summer three of Gould's oldest and most loyal alumni, Mr. Harlan Wheeler of Bethel, Mr. S. Alonzo Wheeler of Los Angeles, and Mrs. Nellie M. Phipps of Milan, N. H.

The Herald extends sympathy to the families of Mrs. Elsie Hall Thurston and Mrs. Winona Bartlett Fogg, both of whom passed away in August after long and painful illness, which they bore with great fortitude.

JOHN L. DYER.

The death of John L. Dyer, a teacher at Gould from 1901-1903 inclusive,

brings sorrow to all those who were associated with him in school, as well as to scores of other friends in Bethel and vicinity.

Mr. Dyer came to Gould with all the physical vigor and mental enthusiasm of his young manhood, and gave unstintingly of his best to the advancement of Gould's boys and girls who found in him a thorough instructor and a loyal friend, ever inspiring his pupils to their best efforts. His interest and ability in athletics made him especially valuable among the boys, and Gould's athletic record of those days is among the best in the history of the school.

On leaving Gould, Mr. Dyer taught in a Boys School in Pennsylvania and has since served as Principal of Oxford High School, Ricker Classical Institute, and Camden High School. He was superintendent of schools in the Camden district when he was seized with an incurable disease, which forced him to give up work some three years ago. Sad indeed is the thought as we picture this vigorous man, for whom life seemed to hold so much and who, in turn, seemed able to give so much, overpowered by disease.

Mr. Dyer married one of Gould's fairest and most loved daughters, Miss Ada Richardson of the class of 1903. She and two children, a daughter and son, are left to mourn the loss of a husband and father whose every thought during his long days of suffering was for their comfort. Our hearts go out in love and sympathy to these dear ones whose home during Thanksgiving week was bereft of a father's love and guidance.

The mountains of the future are the molehills of the past.



Miss Litchfield (in Senior French):—"Why did you erase all of that verb? Only part of it was wrong."

Mr. G. C.: "I wanted to get a good start."

Mr. Brasier (in Biology):—"Name some products obtained from forests."

Mr. F. H.:—"Toothpicks."

Miss Hewins:—"Don't you have basketball practice tonight, Brown?"

Mr. C. B.:—"No, but the boys do."

Mr. Brasier (in Science class):—"What can you say of the characteristics of rain water?"

Bright Freshman:—"It's wet."

Miss A. L. (translating in Senior French):—"Jean de Witt se percha en dehors de la voiture—" "Jean de Witt was perched on the back of the carriage."

In Senior English—Miss Park:—"What was Apollo the god of?"

Mr. E. M.:—"Eats—food."

Miss Park:—"I think not."

Mr. E. M.:—"How about the Apollo Lunches?"

Mr. Brasier:—"What is the force pump used for?"

Miss P. S.:—"To get water from rivers and to pump out the ocean."

Miss E. C. (translating):—"accourant a cheval et tenant un second cheval en main." "Coming up on horseback, and holding another horse in his hand."

Miss Hewins (in Public Speaking Class):—"What are you working on, Kidder?"

Mr. D. K.:—"Not much of anything."

Miss Hewins:—"Will you read it to us, please?"

Mr. D. K.:—"I haven't it here."

It has been said that history repeats itself. However, if this is true, then ours must be an exception.—English History Class.

Miss Litchfield:—"Give a synonym for 'broken'."

Miss B. D.:—"Busted."

Miss Wight (in Psychology):—"What are olfactory images?"

M. H.:—"I should think it would be all of them."

QUESTION BOX.

1. In what grand opera is Harris very much interested?

Ans.:—"Carmen."

2. What characteristic does Ann most admire in her friends?

Ans.:—Frank(ness).

3. What branch of real estate interests some of the "Freshies"?

Ans.:—The acquiring of a certain little field. (Littlefield.)

4. What is Ina's chief ambition?

Ans.:—To keep homes (Holmes).

5. What is Mildred's favorite color?

Ans.:—Brown.

6. To what study is Maxine devoting herself?

Ans.:—French.

TRUE CHIVALRY.

The genius of a certain Arkansas editor showed itself recently when he printed the following news items in the local columns of his paper.

"Miss Beulah Blank, a Batesville belle, of twenty summers, is visiting her twin brother, age thirty-two.—Arkansas Taxpayer.

LOOKING FORWARD.

"You are certain," asked the elderly lady of the florist "that this young century plant will bloom in 100 years from now?"

"Positive," said the florist. "If it doesn't—bring it back."

KNEW HOW TO PLEASE.

"My dear young woman, it is well known that intellectual women are not good looking."

"And how would you classify me?"

"Why you are not at all intellectual."

"Oh, you flatterer."—Exchange.

"I will now sing you my latest success entitled: 'The Old Wooden Rocker' I made it out of me own head."—Exchange.

WHAT GOES UP.

The airman was explaining the use of the parachute to a group of sightseers.

"And what would happen if the parachute failed to open after you jumped off?" asked the listeners.

"Oh, that wouldn't stop me!" replied the airman, "I'd come down just the same."—Everybody's Magazine.

RELIEF.

"Mamma, today the teacher asked me if there were any more at home like me."

"And what did he say when you told him you were the only child?"

"He said, 'Thank Heaven'!"

IN SAFE HANDS.

"Your boy is trying to write poetry, you say?"

"Yes."

"Why don't you discourage him?"

"Oh, the editors will attend to that."

A principal told a boy: "A fool asks questions that a wise man cannot answer."

Boy: "Is that why I flunk my exams?"—Exchange.

He hates you most who has wronged you most.



TRACK.

Indoor track practice started in February with about thirty candidates out for the squad.

The first meet of the season was the Third Annual Interclass Track Meet at the William Bingham Gymnasium, Apr. 8th. On May 10th Gould sent a team to the University of New Hampshire Interscholastic Track Meet. Gould took fifth place here among nine opponents.

The next meet was the North Country Interscholastic Track and Field

Meet at Berlin, N. H., on May 17th. Gould captured sixth place among the keenest of competition.

The final meet of the season was at the Bates Interscholastic Track and Field Meet on May 24th. Here Gould took second place in Class B events with eleven contending schools. Bridgton Academy barely nosed out Gould for first in a hard fought struggle that was undecided until the last race had been run.

Coach Fossett was assisted in track coaching by F. B. Merrill, a former Bowdoin track star.

Results of Third Annual Interclass Meet.

Event	1st	2nd	3rd	Class '24	Class '25	Class '26	Class '27
220 Dash	Sessions '25	Brown '25 C. Swan '24		2	7	0	0
Standing Broad Jump	Stearns '24	Holmes '25	W. Berry '25	5	4	0	0
Shot Put	Kenniston '26	W. Berry '25	Carlson '24	1	3	5	0
Mile	C. Swan '24	Peaslee '24	Philbrick '24	9	0	0	0
Pole Vault	Kenniston '26	Sessions '25	W. Berry '25	0	4	5	0*
440	C. Swan '24	Peaslee '24	Sessions '25	8	1	0	0
Running Broad Jump	Kenniston '26	Sessions '25	W. Berry '25	0	4	5	0
880 Run	C. Swan '24	Peaslee '24	Stanley '26	8	0	1	0
High Jump	Mundt '25	C. Swan '24	Stearns '24 Kenniston '26	3½	5	½	0
Relay				3	5	2	1
			Totals,	39½	33	18½	1

Trophy Cup won by Class of '24.

Results of U. of N. H. Interscholastic Track Meet.

Gould sent the following team to this meet: Sessions, C. Swan, Peaslee, Brown, M. Berry, Keniston, Mundt. Berry, Sessions and Brown placed in the trials. M. Berry scored 1st place in the shot put, 2nd place in the high jump and 3rd place in the broad jump.

Final score:

Portland High, 30 5-6.

Gardner High, 30 1-2.

Bridgton Academy, 20.

Thornton Academy, 13 1-3.

Gould Academy, 9.

Morse High, 3.

Coburn Classical Institute, 1.

Melrose High, 1-3.

Dean Academy, 0.

At the North Country Meet held at Berlin, N. H., Gould placed sixth among the schools competing.

M. Berry scored third in the high jump, and third in the shot put. C. Swan took fourth in the high hurdles.

Results Bates Meet.—Class B.

C. Swan placed second in the 880 yd. run. M. Berry first in the running broad jump and first in the shot put. M. Berry established a new record in each of these events.

Final score:

Bridgton Academy, 17.

Gould Academy, 13.

Lisbon Falls High, 4.

Pennell Institute, 3.

Canton High, 3.

Dixfield High, 3.

Mexico High, 1.

Standish High, 1.

The boys making the team were: M. Berry, C. Swan, Peaslee, C. Brown, R. Sessions, Kenniston, Mundt, H. Stearns, Thurston, Stanley, Kendall, Philbrick and Carlson.

BASEBALL.

Gould's baseball team came through the year with about an even break in the victories. At the beginning of the season many candidates reported for practice and by careful coaching and hard work on the part of each individual they kept the name and honor of the school where it always has been.

The first game of the season was to be played between Norway and Gould at Norway on April nineteenth, but snow came so that game had to be cancelled.

Gould vs. Lisbon Falls.

The second game was with Lisbon Falls at Bethel, April twenty-sixth. Gould's boys were the victors. The excellent hitting of W. Berry and the united infield work gave an encouraging outlook for the remainder of the games.

Gould banked the Lisbon Falls pitcher for 11 hits and final score of 9 to 5.

Gould	Lisbon Falls
R. Chase, 3b,	Gilman, p,
Holmes, 2b,	Baum, c,
Goddard, 1b,	Challeton, 1b.
Kenniston, c,	Johnson, 2b.
M. Berry, cf,	B. Whittier, ss.
W. Berry, p,	G. Whittier, 3b.
Stevens, lf,	C. Whittier, rf.

Sessions, ss,
Philbrick, ss,
Corkery, rf.

Hudon, cf.
Jock, lf.

6 to 6, when Thurston with three men on bases knocked a home run giving us a lead of 4 runs which we kept the rest of the game.

The teamwork of the entire team featured.

Gould vs. Groveton.

Gould played Groveton, May first, and met defeat 16 to 3. The game was about even up to the 4th inning when Gould, through many errors, gave the visitors a great lead which they kept throughout the game.

Gould
R. Chase, 3b,
Holmes, 2b,
W. Berry, p,
Kenniston, c,
M. Berry, cf,
Goddard, 1b,
Philbrick, ss,
Stevens, lf,
Sessions, rf,
Corkery, rf,

Groveton
Warren, c.
Barton, 3b.
Ashe, ss.
Fiske, p.
Meade, 1b
Meyhew, rf.
Braun, lf.
Nugent, cf
Kiser, 2b.
Mahurin, 2b

Gould
W. Berry, p,
Goddard, ss,
Kenniston, c,
E. Swan, 1b,
R. Chase, 3b,
M. Berry, cf,
Stevens, lf,
Holmes, 2b,
Thurston, rf,

Rumford
Ellis, c.
Budge, lf.
Hersey, ss.
H. Pretty, 2b.
Dolan, 3b.
F. Pretty, 1b.
Galvariski, rf.
Sorrenson, cf.
Seymore, p.

Gould vs. Dixfield.

Gould defeated Dixfield for the second time at Dixfield but by a closer margin of 8 to 2. The home runs of Ted Swan and Berry had a great deal to do with the victory.

Gould
W. Berry, 1b,
Goddard, p,
R. Chase, 3b,
E. Swan, c,
Stevens, lf,
Thurston, rf,
Hamlin, cf,
Holmes, 2b,
Philbrick, 3b,

Dixfield
Harlow, 1b.
I. Babb, c.
Smith, 3b.
Hawkes, ss.
R. Babb, p.
Swett, cf.
Knox, lf.
Judkins, 2b.
Davenport, rf.

Gould vs. Dixfield.

Gould avenged the defeat of Groveton by trimming Dixfield at Bethel, May third, by a score of 17 to 2. The hitting of W. Berry and Goddard featured.

W. Berry, ss,
R. Chase, 3b,
Kenniston, c,
E. Swan, 1b,
Goddard, p,
M. Berry, cf,
Stevens, lf,
Holmes, 2b,
Hamlin, rf,

Harlow, p, 1b.
D. Babb, c.
Smith, 3b.
Hawkes, ss.
Swett, cf.
Knox, lf.
Judkins, 2b.
Davenport, rf.
R. Babb, p, 1b.

Gould vs. Mexico.

Gould lost to Mexico 6 to 4 in a very exciting game at Bethel. It was a very close game throughout but Mexico with a number of bunched hits, slid across two runs in the 8th inning which won the game.

Gould
W. Berry, p,
Goddard, ss,
Kenniston, c,

Mexico
Crosby, cf.
Casey, 3b.
Todd, p.

Gould vs. Rumford.

Gould journeyed to Rumford, April seventh and defeated them 13 to 9. The score was even up to the sixth inning,

E. Swan, 1b,
R. Chase, 3b,
Philbrick, lf,
Thurston, rf,
Stevens, cf,
Holmes, 2b,

Green, lf.
Smith, c.
Burns, 2b.
Keyo, rf.
Stanley, 1b.
Hanson, ss.

ton when they met defeat from Grove-
ton players the final score being 8 to 5.
Gould
Kenniston, c,
Goddard, ss,
W. Berry, p,
E. Swan, 1b,
Philbrick, rf,
R. Chase, 3b,
Stevens, cf,
Holmes, 2b,
Thurston, lf,
Groveton
Barton, 3b.
Warren, c.
Braun, lf.
Ashe, ss.
Fiske, p.
Meade, 1b.
Sawyer, cf.
Kiser, 2b.
Nugent, rf.

Gould vs. Rumford.

Rumford came to Bethel and defeated us 15 to 7 in a loosely played game. Rumford led from the first inning and as though under a jinx Gould lacked teamwork. The hitting of Berry and Goddard were features.

Gould
W. Berry, p,
Goddard, ss,
Kenniston, c,
E. Swan, 1b,
Philbrick, lf,
R. Chase, 3b,
Thurston, rf,
M. Berry, cf,
Holmes, 2b,

Rumford
Ellis, c.
Budge, lf.
Blackemore, rf.
H. Pretty, 2b.
Dolan, ss.
F. Pretty, 1b.
Hersey, 3b.
Holland, cf.
Galvariski, p.

Gould vs. Mexico.

Gould journeyed to Mexico the following week and lost in a hard fought combat. The game was a tie, off and up to the ninth inning, when Mexico using a squeeze play brought in the winning run.

Gould
Kenniston, c,
Goddard, p,
Philbrick, lf,
W. Berry, ss,
Stevens, cf,
R. Chase, 3b,
E. Swan, 1b,
Thurston, rf,
Holmes, 2b,
Sessions, 2b.

Mexico
Crosby, c.
Casey, ss.
Todd, 2b.
Green, p.
Smith, cf.
Keyo, rf.
Stanley, 1b.
Burne, lf.
Hanson, 3b.

Gould vs. Norway.

Norway defeated Gould at Bethel on May twenty-first. Gould led from the first to the third inning with a margin of 3 runs but Norway in four innings got 4 runs and kept increasing its lead.

Gould
W. Berry, ss,
Goddard, p,
Kenniston, c,
E. Swan, 1b,
Philbrick, lf,
R. Chase, 3b,
Thurston, cf,
M. Berry, rf,
Holmes, 2b,

Norway
Sanborn, 2b.
Palmer, c.
Allen, p.
Andrews, rf.
Philbrook, 3b.
Kenyon, ss.
Emerson, cf.
Roy, 1b.
Millett, lf.

Gould vs. Alumni.

Gould's last game was a hard fought battle with the Alumni. Gould led at first and then the game see-sawed back and forth, Gould finally nosing out the Alumni 4 to 3.

Gould
Philbrick, lf,
Goddard, ss,
Kenniston, c,
W. Berry, p,
Stevens, rf,

Alumni
Twaddle, 1b.
Bartlett, c.
T. Brown, 2b.
W. Van, cf.
Bean, ss.

Gould vs. Groveton.

Gould's next journey was to Grove-

R. Chase, 3b,
Sessions, 2b,
E. Swan, 1b,
Holmes, cf,

Beckler, 3b.
Bryant, lf.
Inman, p.
A. Brown, rf.

BOYS BASKETBALL.

The basketball season will open on Friday, Dec. 5, with a game with the Alumni. Although only three men remain who have won letters during the previous years, there is promise of a fast team. Our new coach is very efficient and the team is rapidly getting into shape.

The men who have shown the most promise and who will probably make the team which will not be definitely picked until after Christmas are:

R. Goddard (captain)

G. Thurston,

F. Kenniston,

E. Mundt,

R. Holmes,

R. Harris,

R. Sessions,

D. Kidder,

R. Chase,

A. Corkery.

Other men who are showing considerable ability and who might displace some of the above mentioned men are: E. Chase, G. Charles, Haselton, Kendall and Stanley.

Some fast teams have been scheduled and many close games are anticipated. The schedule is as follows:

Dec. 5—Alumni here.

Dec. 12—Portland University here.

Dec. 18—Groveton H. S. here.

Jan. 9—Berlin H. S. at Berlin.

Jan. 16—Norway H. S. here.

Jan. 23—Catholic H. S. at Portland.

Jan. 24—Gorham Normal at Gorham.

Jan. 30—Berlin H. S. here.

Feb. 6—Groveton H. S. at Groveton.

Feb. 14—Gorham Normal here.

Feb. 20—Lancaster at Lancaster.

Feb. 27—Norway H. S. at Norway.

GIRLS' BASKETBALL.

The outlook for a successful basketball season for the girls of Gould Academy is very encouraging. Five members of last year's first team squad are out for practice, and a large number of new candidates are ready to compete for positions on the team. Under the skillful training of Miss Virginia Hewins, the new Physical Director for girls, a fast team should be developed.

The first team has not yet been picked, but six games have been arranged with outside teams:

Dec. 18—Groveton H. S. at Gould.

Jan. 16—Norway at Gould.

Feb. 6—Groveton at Groveton.

Feb. 27—Norway at Norway.

Feb. 20—Woodstock at Gould.

Mar. 13—Woodstock at Woodstock.

As usual there will be a series of inter-class games, and there will be close competition for positions on the class teams. A trophy will be offered for the champion class team, similar to the trophy competed for by the boys teams.



EXCHANGES.



"The Jabberwock," Girls Latin School, Boston, Mass.

Editorials are excellent and your jokes are also very good.

"The Breccia," Deering High School, Portland, Maine.

The "Pebbles" is very good but we should like to hear more about your athletics.

"Our Glass," Brownville Junction High School, Brownville Junction, Maine.

Your illustrations will not find an equal in many school papers, and we also like your school calendar.

"The Caduceus," Norway High School, Norway, Maine.

You have an interesting paper and your literary department is especially fine.

Owing to the loss of various school papers, we are not able to mention our entire Exchange List, but we hope to see our old Exchanges and new ones in our next issue of the Herald.

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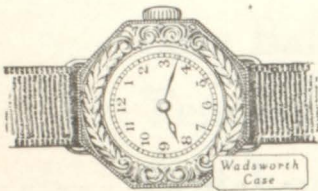
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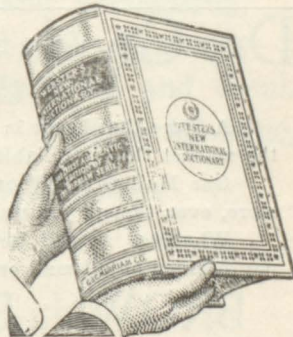
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